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ABSTRACT

The School District of the City of Saginaw (Michigan) has annually reported on the rate and nature of the dropout population; this dropout report is the fourth edition of the State defined generation of dropout reports. Two hundred twenty-four, or 8% of Saginaw's 2,805 students in grades 9-12, voluntarily terminated their high school education between September 24, 1993 and October 7, 1994. This rate represents an increase in the dropout rate from 4.9% in the previous year. Since the study year's dropout rate is a large increase over the past rate, certain areas within the current reported results merit further attention: (1) The increase in dropouts was observed consistently in the Black, White, and Hispanic racial/ethnic groups: this reinforces the need for teachers, administrators, and counselors to continue to keep in contact with students having problems as well as the families of those students; (2) The increase in dropouts as a percent of the racial/ethnic group from last year to this year was greatest for Hispanics; (3) The prevalence of dropouts who are Hispanic, Black, males, 16, 17, or 18 years old, or in the eleventh or twelfth grades calls for special attention. Eight appendices present the dropout retention summary report for 1993/94, the 1994 pupil head count report, and data. Thirteen tables present data. (TS)

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EVALUATION REPORT

DROPOUT STUDY

1993-94

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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DROPOUT STUDY

1993-94

An Approved Report of the

Department of Evaluation, Testing, and Research

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School District of the City of Saginaw

March, 1995

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Introduction

This dropout report is the fourth edition of the State defined generation of dropout reports. The School District of the City of Saginaw has, for more than 25 years, annually reported on the rate and nature of the drop-out population. In the past, the annual dropout reports were tailored to our own organizational scheme (i.e., K-6, 7-9 and 10-12) and reported dropout rates for grades 7-9, 10-12 and 7-12. The Michigan Department of Education now mandates the study cover grades 9 through 12; the time period of the study; the definition of a dropout; and how transfers to various alternative programs are handled.

Public Act 25 (PA-25) requires local school districts to report to the State from a day after the first official count day to the first official count day of the next school year an annual retention and dropout rate (with the current study this is from September 25, 1993 to October 7, 1994). The retention rate is defined as the percentage of ninth graders who graduate from high school within four years, adjusting for the students who moved in and out of the district and to alternative programs. The dropout rate (a reciprocal of the retention rate) is defined as the percentage of students who leave school in any one year, again, adjusting for those who transferred in and out of the district. The local district supplies the Michigan Department of Education with the raw data using software supplied by the State through the intermediate school districts. This software not only supplies the State with the appropriate percentages and information but forms the basis for the district's further study of dropouts by gender, reason, age, grade, etc.

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This report, as well as the 1990-91 baseline report, will show the dropout rate for grades 9-12. The base for calculations (the prior year's first official enrollment count) is adjusted for students coming into the district, leaving for other school districts, transfers to alternative education programs, retentions, etc. (See Appendix A for the calculations of this year's adjusted enrollment counts.) The raw data for the study are collected by building staff and sent to Child Accounting as part of the 1994 Pupil Head Count Report required by the State. (See Appendix B for a copy of the forms used to provide the data.) The Evaluation Department, working with data obtained from the Child Accounting Office, verifies, summarizes, and analyzes these to provide the information presented in the tables and narrative that follows. Note that this is only the fifth year of data gathering as required by PA-25. Some problems and inconsistencies still exist in the process.

This is the fourth year that longitudinal data will be compiled. It is hoped that the data collection process will be clarified and refined so that more accurate counts of students transferring into and out of the district are obtained. In future years, it is hoped that counts will balance and mobility codes will be used consistently at both high schools.

Presentation of Data

Enrollment and Number of Dropouts

The number and percent of dropouts reported for each building during 1993-94 are contained in Table 1 below.

Table 1

Enrollment and Dropouts

Building	Adjusted Fourth Friday Head Count*	Dropouts		
		#	% of Bldg. Head Count	% of All Dropouts
Arthur Hill	1,512	76	5.0	33.9
Saginaw High	1,293	148	11.4	66.1
TOTAL	2,805	224	8.0	100.0

*Senior high counts include grades 9, 10, 11, and 12.

A review of the data contained in Table 1 reveals that:

- Systemwide, 224 (8.0%) of the 2,805 secondary students in grades 9-12, dropped out prior to graduation.

  --Of the 2,805 secondary students:

  - 76 dropouts of 1,512 (5.0%) were from Arthur Hill's student body, and
  - 148 dropouts of 1,293 (11.4%) were from Saginaw High's student body.

  --Of the 224 dropouts:

  - 33.9% (76) were from Arthur Hill, and
  - 61.1% (148) were from Saginaw High.

- Across secondary buildings:

  --The largest number of students dropping out at a building occurred at Saginaw High (148) and
  --Approximately two-thirds of all dropouts (66.1%:148 of 224) left Saginaw High. Also, in terms of percent of enrollment, Saginaw High (11.4%) had a greater dropout rate than Arthur Hill (5.0%).

Reviewing the longitudinal data in Appendix C it can be seen that:

- The current rate (8.0%) district-wide is the highest reported rate in the last four years compared to prior rates of 4.9% for 1992-93, 4.4% for 1991-92, and 6.4% for 1990-91.

- By building the fastest growth in rate was with Arthur Hill going from 3.8% to the current 5.0% while Saginaw High's rate 11.4% remained the same from last year to the current rate.

Dropout Data by Gender

Table 2, below, contains the number of males and females dropping out by building during the 1993-94 school year.

Table 2

Males and Females Dropping Out

Building	GENDER						Total
	Males			Females			
	#	% of Gender	% of Building/ System Total	#	% of Gender	% of Building/ System Total	
Arthur Hill	51	33.8	67.1	25	34.2	32.9	76
Saginaw High	100	66.2	67.6	48	65.8	32.4	148
Total	151		67.4	73		32.6	224
% of Total			100.0			100.0	
% of Gender		100.0			100.0		100.0

Reviewing the data contained in Table 2, it can be seen that:

- Systemwide, the number and percent of male dropouts (151:67.4%) was approximately 2.1 times that of females (73:32.6%).
- By school, the data indicate that a greater number of males than females drop out at both Arthur Hill and Saginaw High schools (51 versus 25 and 100 versus 48 respectively).

Reviewing the longitudinal data in Appendix D it can be seen that:

- The rate of females dropping out has declined from 35.0% last year to 32.6% for 1993-94.
- The rate of males dropping out has increased from 65.0% last year to 67.4% currently.

Dropout Data by Grade

Table 3 below contains the number and percent of dropouts for 1993-94 by building and grade.

Table 3

Dropouts by Grade

	GRADE				
Building	9	10	11	12	Total
Arthur Hill	19	20	13	24	76
Saginaw High	41	42	21	44	148
TOTAL					
Number	60	62	34	68	224
% of Dropouts	26.8	27.7	15.2	30.3	100.0
Grade Enrollment	843	759	644	559	2,805
% of Total Gr. Enroll.	30.0	27.1	23.0	19.9	100.0

A review of the data contained in Table 3 reveals that:

- Systemwide, the number and percent of dropouts was:

  --Largest at grade 12 (68:30.0%) and
  --Smallest at grade 11 (34:15.2%).

An examination of the longitudinal data (Appendix E) reveals that:

- The pattern of 1990-91 with grade ten having the greatest number of dropouts and then it falling off in both grade directions has been radically altered with the greatest number dropping at twelfth grade and the number falling off as you descend the grade levels to ninth grade remains similar for both 1991-92 and 1992-93. The 1993-94 pattern shows a similar pattern of twelfth grade having the greatest number dropping, however, eleventh grade shows the lowest (approximately half of the three other grades) with a slight fall off from tenth to ninth grade when again compared with twelfth grade.

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Dropout Data by Age

Table 4 below contains information relative to the ages of students who drop out between the age ranges of 14 through 20 and over.

Table 4

Dropouts By Age

Building	A G E							Total
	14	15	16	17	18	19	20 & Over	
Arthur Hill	1	7	26	19	14	8	1	76
Saginaw High	6	16	54	43	18	8	3	148
TOTAL								
Number	7	23	80	62	32	16	4	224
% of Dropouts	3.1	10.3	35.7	27.7	14.3	7.1	1.8	100.0

Reviewing the information contained in Table 4, it can be seen that:

- Systemwide, the largest number and percent of dropouts were 16 years old (80:35.7%).

  --The greatest number and percent dropping out were 16 years old at both Arthur Hill (26:34.2%) and Saginaw High (54:36.5%).

- The number and percent of students dropping out steadily increases from age 14 to age 16 (7:3.1% to 80:35.7%), and then decreases from age 16 to age 20 and older (80:35.7% to 4:1.8%).

- Of the 224 dropouts, approximately three-quarters of the number and percent of students dropped out prior to their eighteenth birthday (172:76.8%) while approximately a quarter dropped out at their eighteenth birthday or older (52:23.2%).

A longitudinal examination of the data (see Appendix F) reveals that:

- The age at which a student is most likely to dropout was 17 for 1990-91, 18 for 1991-92, 17 for 1992-93, and 16 for 1993-94 school year.

- The combined percent of 19 and over aged dropouts has decreased from 13.4% for 1990-91 to 11.4% for 1992-93 to 8.9% for 1993-94.

Dropout Data by Racial/Ethnic Background

Reviewing the racial/ethnic data contained in Table 5 below, it can be seen that:

- Systemwide, of all dropouts (224), the greater number and percent were:

  -- Black students (137:61.1%), followed by
  -- White (51:22.8%), and
  -- Hispanic (36:16.1%).
  -- No Asian/Pacific Islander, and
  -- No American Indian/Alaskan Native students dropped out.

- Examining dropout rates for students within a racial/ethnic category, systemwide it can be seen that:

  -- The highest dropout rate was incurred by Hispanic students (12.7%);
  -- The next largest rate (8.9%) was reported for Black students; and
  -- White students evidenced a 5.4% dropout rate.
  -- The lowest rates - there were none - were for Asian/Pacific Islander and American Indian/ Alaskan Native students (0.0%).

- Comparing the racial/ethnic composition of the district (grades 9-12) expressed as a percentage with the percentage of dropouts from each racial/ethnic group, it can be seen that:

  -- The dropout percentage was <u>disproportionately high</u> in relation to the district's racial/ethnic percentage for the following groups:

     - Hispanic students (16.1% versus 10.1%, or a ratio of 1.59), and
     - Black students (61.1% versus 54.8%, or a ratio of 1.11).

  -- The dropout percentage was <u>disproportionately low</u> in relation of the district's racial/ethnic percentage for the following groups:

     - American Indian/Alaskan Native students (0.0% versus 0.4%, or a ratio of 0.00),
     - Asian/Pacific Islander students (0.0% versus 0.9%, or a ratio of 0.00), and
     - White students (22.8% versus 33.8%, or a ratio of 0.67).

A review of the longitudinal data contained in Appendix G reveals that:

- For the last three years,

  -- The percent of Black and Hispanic dropouts has exceeded the percent of their district enrollment.

  -- The percent of White dropouts has been below the percent of their district enrollment.

Table 5

Dropouts by Racial/Ethnic Enrollment

BUILDING		BLACK			WHITE			HISPANIC			ASIAN/ PACIFIC ISLANDER			AMERICAN INDIAN/ ALASKAN NATIVE			TOTAL		
		Enrollment	Dropouts #	Dropouts %[1]	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %
Arthur Hill High		331	13	3.9	931	50	5.4	216	13	6.0	26	0	0.0	8	0	0.0	1,512	76	5.0
Saginaw High		1,206	124	10.3	17	1	5.9	67	23	34.3	1	0	0.0	2	0	0.0	1,293	148	11.4
TOTAL	Number	1,537	137	8.9	948	51	5.4	283	36	12.7	27	0	0.0	10	0	0.0	2,805	224	8.0
	% of all Dropouts			61.1			22.8			16.1			0.0			0.0			100.0
	% of Enrollment			54.8			33.8			10.1			0.9			0.4			100.0

[1] Percent of building enrollment.

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Dropout Data by Reason

Table 6 on the following page indicates the reasons students voluntarily terminated their high school careers. A review of the information shows that:

- Systemwide, the greatest number and percent (89:39.7%) of students left due to "lack of interest". The second most frequently cited response was non-attendance due to unknown reason (40:17.8%).
- Systemwide, no students dropped out of school due to poor peer relationships or military service.

Reviewing the longitudinal data (see Appendix H), it can be seen that:

- "Lack of interest" continues to be the most frequently recorded reason for dropping out of school for both the last and the current years.
- For the second year since 1990-91, military service failed to surface as a reason for dropping out.

Table 6

Dropout by Reason

REASON	SCHOOL		TOTAL	
	Arthur Hill	Saginaw High	#	%
Left: School Status Unknown	5	7	12	5.4
Expulsion	1	1	2	0.9
Suspension	4	20	24	10.7
Pregnancy	1	2	3	1.4
Marriage	1	0	1	0.4
Non-Attendance Due To:				
Parental Influence	8	1	9	4.0
Lack of Interest	20	69	89	39.7
Academic Failure	10	20	30	13.4
Poor Pupil-Staff Relationships	2	0	2	0.9
Poor Peer Relationships	0	0	0	0.0
Unknown	13	27	40	17.8
Extended Illness	1	1	2	0.9
Military Service	0	0	0	0.0
Employment	7	0	7	3.1
Other	3	0	3	1.4
TOTAL	76	148	224	100.0

Summary

As mentioned earlier, this is the fourth edition of a new generation of dropout reports. Between 1964 and 1989 the School District of the City of Saginaw annually reported the dropout rate for grades 7-12. The new report focuses on student dropouts in grades 9-12 as part of reporting practices required under Public Act 25 (PA-25) of 1990. PA-25 defines the dropout rate as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs.

Two hundred twenty-four (224), or (8.0%) of Saginaw's 2,805 secondary students in grades 9-12 voluntarily terminated their high school education between September 24, 1993 - October 7, 1994. This year's report rate of 8.0% represents an **increase** in the dropout rate from last year's rate of 4.9%. Of that number, 76 (33.9%) were from Arthur Hill and 148 (66.1%) were from Saginaw High School.

Of the 224 dropouts, approximately 67% were male and 33% female. This ratio was essentially the same for the senior highs with Saginaw High showing 67.6% males and 32.4% females and Arthur Hill showing 67.1% males and 32.9% females.

The greatest number and percent of dropouts (68 or 30.3%) occurred at twelfth grade. The smallest number and percent of students dropping out at a grade level occurred at eleventh grade (34 or 15.2%).

Sixteen year olds comprised the largest group of students dropping out at any age level (80 or 35.7%). The number and percent of students dropping out steadily increased from age 14 to 16 and steadily decreased from age 16 to 20 and older. The combined percent of 16 and 17 year olds dropping out was 63.4%.

The racial/ethnic composition of the 1993-94 dropout population is summarized below.

Group	Ethnic Group Percentage of Enrollment	Number of Dropouts	Percentage of Dropouts	Percentage of Racial/Ethnic Group Dropping Out
Black	54.8	137	61.1	8.9
White	33.8	51	22.8	5.4
Hispanic	10.1	36	16.1	12.7
Asian/Pacific Islander	0.9	27	0.0	0.0
American Indian/ Alaskan Native	0.4	10	0.0	0.0

Black students comprised the largest enrollment group (54.8% of the student population at these grade levels) and the largest group dropping out (61.1% of all dropouts). The percent of Hispanic dropouts (16.1%) was also greater than their percentage of district enrollment (10.1%). Hispanics also evidenced the highest percentage by their ethnic group dropping out (12.7%). Asian/Pacific Islander and American Indian/Alaskan Native students comprised the two lowest percents of students enrolled (0.9% and 0.4% respectively).

The most frequently cited reason given for students dropping out is "lack of interest". This year, no students dropped out due to poor peer relationships, or military service.

RECOMMENDATIONS

This recommendation section is divided into two parts. The first part addresses the steps necessary to deal directly with students dropping out while the other part focuses upon the procedures to more accurately count dropouts. First, since the dropout rate of 8.0% for grades 9-12 is a large increase (63%) over the past rate (4.9%), certain areas within the current reported results seem to merit further attention as student related recommendations. They include:

1. The increase in dropouts was observed consistently in the three major racial/ethnic groups. This reinforces the need for teachers, administrators, and counselors to continue to keep in contact with students having problems and the families of these students. These staff contacts provide us the data and insights into understanding the dropout problems and are a means to help reduce the likelihood of students becoming dropouts.

2. The increase in dropouts as a percent of the racial/ethnic from last year to this year was greatest for Hispanics 7.8% to 12.7% (4.9% increase) than for Whites (3.2% to 5.4%, or an increase of 2.2%), or Blacks (5.5% to 8.9%, or an increase of 3.4%). Thus, the high level of Hispanics dropping out remains a perennial problem. The newly created Hispanic Task Force efforts should certainly focus on dropouts since the Hispanic rate of dropping out is relatively so high. It is also hoped that this task force will focus upon recommending techniques and procedures that may help lessen dropouts from all racial groups.

3. Certainly, the prevalence of dropouts who are Hispanic, Black, males, 16, 17, or 18 years old, or in the eleventh or twelfth grades calls for special attention. The key, however, probably lies in determining what are the causes for "lack of interest" being the main reason cited for dropping out. However, little we can learn by the designation "lack of interest or not liking school" as a major reason for dropping out of school, it is one of the three top reasons cited for 10th and 12th graders leaving school nationwide (the other two top reasons are jobs and pregnancy/parenthood).[1] The school district is trying a number of new initiatives as part of

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[1]Report: Economics is surest prediction of success or failure in school. (1995, March 10). Headlines. p 4.

its strategic plan to create more interest in school for all high school students. These initiatives include the School to Work Training Program now being implemented in its first year at the Averill Career Opportunities Center (COC) and the declared career emphasis requirement for all high school students.

As to the methodolical concerns, the dropout rate is calculated on an adjusted first offical enrollment count that takes into account transfers into our district, transfers out of our district, transfers to alternative education sites, retentions in grade, and midyear promotions through the next year's first offical count day (see Appendix A for further details relative to the adjustments). The process of arriving at this adjusted count is not without its difficulties at both the building, district, and State levels. In an effort to arrive at a more accurate count, the following recommendations are made:

4. The Child Accounting Office should work with the State to iron out the difficulties in calculating accurate adjusted enrollment counts. A special effort is necessary for the large urban districts with high mobility, high numbers of midyear promotions and large number of students taking part in open-enrollment (a form of "schools of choice" option). **The hope is that the State can develop operational guidelines to help larger districts more accurately account for student mobility.**

5. A special meeting should be called for district secondary personnel responsible for collecting and reporting mobility and dropout data. The Child Accounting Office and the Evaluation Department should jointly be involved in clarifying procedures and processes related to recording student mobility and dropout data. **In addition, the Child Accounting Office needs to monitor the use of mobility codes on the computer and in paper form on a periodic basis. If this monitoring does not take place, the problem in coming up with an accurate count of dropouts is bound to increase.** As you may know, the Evaluation Department has scheduled a number of informal sessions covering issues related to reporting mobility and the importance of obtaining the most descriptive reason for dropping out. To this end, counselors and principals must continue to keep in contact with students and their families. These contacts are one of the best means to help reduce the likelihood of students becoming dropouts.

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APPENDICES

APPENDIX A

DROPOUT/RETENTION SUMMARY REPORT-1993/94

	GRAD 9	GRAD 10	GRAD 11	GRAD 12	GRADS	TOTAL
ENROLLMENT-PRIOR YR:						
AHHS	457	417	369	390	N/A	1633
SHS	483	415	288	256	N/A	1442
TOTAL	940	832	657	646	N/A	3075
TRANSFER IN(+):						
AHHS	73	90	60	32	N/A	255
SHS	86	68	40	32	N/A	226
TOTAL	159	158	100	64	N/A	481
TRANSFER OUT(-):						
AHHS	-105	-63	-38	-41	N/A	-247
SHS	-94	-53	-35	-12	N/A	-194
TOTAL	-199	-116	-73	-53	N/A	-441
TRANSFER TO ALT(-):						
AHHS	-27	-42	-35	-25	N/A	-129
SHS	-57	-47	-39	-38	N/A	-181
TOTAL	-84	-89	-74	-63	N/A	-310
RETAINED IN PR GRD (-):						
AHHS	0	-24	-1	-15	N/A	-40
SHS	0	-3	0	-20	N/A	-23
TOTAL	0	-27	-1	-35	N/A	-63
RETAINED CRT GRD (+):						
AHHS	24	1	15	0	N/A	40
SHS	3	0	20	0	N/A	23
TOTAL	27	1	35	0	N/A	63
GRADE/SCHOOL ADJUSTS						
AHHS	0	0	0	0		0
SHS	0	0	0	0		0
TOTAL	0	0	0	0		0
FORMULA ADJUSTS						
AHHS	N/A	N/A	N/A	0		0
SHS	N/A	N/A	N/A	0		0
TOTAL	N/A	N/A	N/A	0		0
ADJUSTED COUNT:						
AHHS	N/A	422	379	370	341	1512
SHS	N/A	421	380	274	218	1293
TOTAL	N/A	843	759	644	559	2805
ACTUAL CURRENT YEAR:						
AHHS	N/A	403	359	357	317	1436
SHS	N/A	380	338	253	174	1145
TOTAL	N/A	783	697	610	491	2581
STUDENTS UNACCNTED:						
AHHS	N/A	19	20	13	24	76
SHS	N/A	41	42	21	44	148
TOTAL	N/A	60	62	34	68	224
DROPOUT RATE:						
AHHS	N/A	4.50%	5.27%	3.51%	7.03%	5.02%
SHS	N/A	9.73%	11.05%	7.66%	20.18	11.44%
TOTAL	N/A	7.11%	8.16%	5.27%	12.16%	7.98%

APPENDIX B

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1991 PUPIL HEADCOUNT REPORT

EDUCATIONAL AGENCY	Legal Name of District	District Code	Telephone - Area Code/Local
	Address	City	Zip Code

MAILING INSTRUCTION: Return one copy of the completed Part I and Part II of this report to the state address indicated above by October 30, 1991. Fourth Friday information should be based on September 27, 1991 enrollments.

Part I: District Summary Report
- I-A. Regular Program Pupil Headcount
- I-B. Alternative Program Pupil Headcount
- I-C. Pupil Headcount by Racial-Ethnic Group and Gender
- I-D. High School Graduates by Racial-Ethnic Group and Gender

Part II: Building Report
- II-A. Regular Program Pupil Headcount
- II-B. Pupil Headcount by Racial-Ethnic Group and Gender
- II-C. High School Graduates by Racial-Ethnic Group and Gender
- II-D. Worksheets (Do not return to the state.)
  1. Transfers into district
  2. Transfers out of district
  3. Transfers to Alternative Programs

CERTIFICATION:
I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date: _____

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Signature

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Telephone _____
Area Code/Local Number

NOTE: You are receiving only one copy of the forms. Please make copies for your buildings and for your files.

BEST COPY AVAILABLE

APPENDIX B

District Name	District Code	Telephone
Address	City	Zip Code

PART I. DISTRICT REPORT
I - A REGULAR PROGRAM PUPIL HEADCOUNT REPORT

Grade	This Year's Fourth Friday Headcount (1)	Previous School Year's Transfers/Returnees (Since Last Year's Fourth Friday)			
		In (2)	Out (3)	To Alternative (4)	Returned (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE BUILDING INFORMATION ENTERED ON ALL II-A FORMS.

1991/IN-420.

APPENDIX B

1. The school year for counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

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APPENDIX B

Legal Name of District	District Code	Telephone - Area Code and No.
Address	City	Zip Code

I - C District -Pupil Headcount by Racial-Ethnic * and Gender

Pupils whose permanent records are maintained in this district.

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
Total K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Nonpublic													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

*** (DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)**

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE INFORMATION ENTERED ON ALL II-C. FORMS.

1991/IN-420

APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 superseding section 7(b) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

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APPENDIX B

Legal Name of District	District Code Number

L - D DISTRICT - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

   A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

   B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

   C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

   D. Other certificates (certificate of attendance/completion) are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular Day (A) School												
Alternative (B) Program												
High School (C) Completers-GED												
Other (D) Certificates												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge. _____

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge. _____

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY USING THE SUM OF THE INFORMATION FROM ALL II - C FORMS IN THE DISTRICT, IF APPLICABLE.

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APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

• RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

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For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

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BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

4-BACK

1991/IR-4203

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LABEL

APPENDIX B

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

PART II. BUILDING REPORT
II - A REGULAR PROGRAM PUPIL HEADCOUNT

Grade (1)	This Year's Fourth Friday Headcount	Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday)			
		In (2)	Out (3)	To Alternative (4)	Retained (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

(DEFINITIONS ARE ON THE BACK SIDE OF THIS SHEET.)

SUM THE ABOVE INFORMATION FOR EACH BUILDING LEVEL AND COPY TO THE PART I - A FORM.

1991/IN-4203

APPENDIX B

1. The school year for these counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

BEST COPY AVAILABLE

APPENDIX B

LABEL

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

II - B Building- Pupil Headcount by Racial-Ethnic* and Gender

Pupils whose permanent records are maintained in this building

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
TOTAL K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Nonpublic													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

*(DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THIS INFORMATION SHOULD BE TOTALED WITH OTHER II-B FORMS AND COPIED TO THE DISTRICT II - A FORM.

BEST COPY AVAILABLE

APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

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For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

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A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

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APPENDIX B

LABEL

Legal Name of Building	District name	Building Code Number

II. - C BUILDING - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDE

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

D. Other certificates (certificate of attendance/completion) are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Fem
Regular Day (A) School												
Alternative (B) Program												
High School (C) Completers - GED												
Other (D) Completers												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge. _____

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge. _____

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ON THIS SHEET SHOULD BE COMBINED WITH THE INFORMATION ON OTHER II - C. FORMS IN THE DISTRICT, IF APPLICABLE, AND REPORTED ON I - D FORM

APPENDIX B

The general definition of alternative program includes: (1) all adult programs: and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

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A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

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7-BACK

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APPENDIX B

Worksheet # 1 Building Name _____

II - D 1 - Transfers Into District/Building

(Transfers In represents any new enrollee to your district/building and whose records have been received.)

No.	Name	Date	Grade	Sending District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

1991/DS-420

APPENDIX B

Worksheet # 2 Building Name _____

II - D. 2 - Transfers Out of District

(Transfers out is defined as any pupil that transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. Pupil records must have been sent to the receiving agency. For reporting purposes, pupils who have deceased will be placed in this category.)

No.	Name	Date	Grade	Receiving District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

APPENDIX B

Worksheet # 3 Building Name: _____

II - D. 3 - Transfers to Alternative Programs

No.	Name	Date	Grade	Program Transferred To
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m.

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. **Post Graduate (under 20 years of age)**
2. **Apprentice Training (under 20 years of age)**
3. **Practical Nurse (under 20 years of age)**
4. **Adult High School Completion (18 years of age and over in grades 9-12)**
5. **Adult Basic Education (18 years of age and over in grades 1-8)**

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

1991/IR-420

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II - A. PUPIL HEADCOUNT FORM.

BEST COPY AVAILABLE

APPENDIX B

Worksheet #4 Building Name: _____

II - E 1 - DROPOUTS (Student Mobility Not Accounted for on the other Worksheet)

No.	Name	Date of Drop	Drop Code	Grade	Gender Code	Ethnic Code	Date of Birth
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

The mobility, gender and ethnic codes given below are those as used on our "notice of leaving" and/or "student enrollment" cards. Please specify them above in the appropriate columns.

Drop Code	Explanation
101	Released due to **MARRIAGE**
102	Released due to **MILITARY SERVICE**
103	Released due to **EMPLOYMENT**
107	Released due to **EXPULSION**
*108	Released due to **SUSPENSION**
109	Released due to **PREGNANCY**
110	Released due to **NON-ATTENDANCE, PARENTAL INFLUENCE**
120	Released due to **NON-ATTENDANCE, LACK OF INTEREST**
130	Released due to **NON-ATTENDANCE, ACADEMIC FAILURE**
140	Released due to **NON-ATTENDANCE, POOR PUPIL/STAFF RELATIONSHIPS**
150	Released due to **NON-ATTENDANCE, POOR PEER RELATIONSHIPS**
160	Released due to **NON-ATTENDANCE, REASON UNKNOWN**
170	Released due to **EXTENDED ILLNESS**
180	Released due to **some OTHER KNOWN REASON** (please specify) _____
198	Released due to **NO SHOW**

Gender Codes
M - Male
F - Female

Ethnic Codes
1 - American Indian
2 - Caucasian
3 - Latino/Hispanic
4 - Black
5 - Asian/Oriental

*A suspension becomes a dropout when they are categorized as a "no show" or "non-attendance" after the suspension period has passed.

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Table C-1

Dropouts by Building and School Year

SCHOOL	Number of Dropouts During School Year																	
	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%[1]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Central Junior	8	5.4	3	2.4	0	0.0	NA[2]											
North Intermediate	8	3.5	1	0.5	0	0.0	NA											
South Intermediate	1	0.4	0	0.0	0	0.0	NA											
Webber Junior	7	4.3	3	1.7	0	0.0	NA											
Subtotal	24	3.1	7	1.0	0	0.0	NA											
Arthur Hill	73	5.1	37	2.8	48	3.8	76	5.0										
Saginaw High	106	10.9	84	9.5	95	11.4	148	11.4										
Subtotal	179	7.4	121	5.5	140	4.9	224	8.0										
Number	203		128		140		224											
Total Percent of Dropouts		6.4		4.4		4.9		8.0										

[1] Percent of building enrollment.
[2] Not applicable since junior high schools now house grades 6-8 and are called middle schools.

APPENDIX D

Table D-1

Male Dropouts by Building and School Year

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Jr.	5	1	0	NA[1]					
North Int.	4	1	0	NA					
South Int.	1	0	0	NA					
Webber Jr.	5	3	0	NA					
Subtotal	15	5	0	NA					
Arthur Hill	37	20	25	51					
Saginaw High	65	51	66	100					
Subtotal	102	71	91	151					
TOTAL Number	117	76	91	151					
% of Dropouts	57.6	59.4	65.0	67.4					

[1]Not applicable since junior high schools now house grades 6-8 and are called middle schools.

APPENDIX D

Table D-2

Female Dropouts by Building and School Year

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Junior	3	2	0	NA[1]					
North Intermediate	4	0	0	NA					
South Intermediate	0	0	0	NA					
Webber Junior	2	0	0	NA					
Subtotal	9	2	0	NA					
Arthur Hill	36	17	20	25					
Saginaw High	41	33	29	48					
Subtotal	77	50	49	73					
TOTAL Number	86	52	49	73					
% of Dropouts	42.4	40.6	35.0	32.6					

[1]Not applicable since junior high schools now house grades 6-8 and are called middle schools.

Table E-1

Dropouts by Grade and School Year

Grade	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9th	24	11.8	7	5.5	0	0.0	NA[1]											
Jr. High Total	24	11.8	7	5.5	0	0.0	NA											
9th							60	26.8										
10th	72	35.5	28	21.9	37	26.4	62	27.7										
11th	69	34.0	31	24.2	47	33.6	34	15.2										
12th	38	18.7	62	48.4	56	40.0	68	30.3										
Sr. High Total	179	88.2	121	94.5	140	100.0	224	100.0										
SYSTEM TOTAL	203	100.0	128	100.0	140	100.0	224	100.0										

[1]Not applicable since junior high schools now house grades 6-8 and are called middle schools.

Table F-1

Dropouts by Age and School Year

Age	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
14	1	0.5	0	0.0	0	0.0	7	3.1										
15	21	10.3	10	7.8	7	5.0	23	10.3										
16	37	18.2	28	21.9	34	24.3	80	35.7										
17	63	31.0	33	25.8	51	36.4	62	27.7										
18	54	26.6	34	26.6	32	22.9	32	14.3										
19	20	9.9	19	14.8	10	7.1	16	7.1										
20 & Over	7	3.5	4	3.1	6	4.3	4	1.8										
TOTAL	203	100.0	128	100.0	138	100.0	224	100.0										

APPENDIX G

Table G-1

Dropouts by School Year and Racial/Ethnic Background

Year	RACE					Total
	Black	White	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	
1990-91						
Enrollment	1,732	1,048	358	30	10	3,178
% of Total Enrollment	54.5	33.0	11.3	0.9	0.3	100.0
# of Dropouts	124	48	30	1	0	203
% of All Dropouts	61.1	23.6	14.8	0.5	0.0	100.0
% of R/E Dropped Out	7.2	4.6	8.4	3.3	0.0	6.4
1991-92						
Enrollment	1,527	1,016	330	29	4	2,906
% of Total Enrollment	52.6	35.0	11.3	1.0	0.1	100.0
# of Dropouts	91	17	20	0	0	128
% of All Dropouts	71.1	13.3	15.6	0.0	0.0	100.0
% of R/E Dropped Out	6.0	1.7	6.1	0.0	0.0	4.4
1992-93						
Enrollment	1,555	945	320	26	3	2,849
% of Total Enrollment	54.6	33.2	11.2	0.9	0.1	100.0
# of Dropouts	85	30	25	0	0	140
% of All Dropouts	60.7	21.4	17.9	0.0	0.0	100.0
% of R/E Dropped Out	5.5	3.2	7.8	0.0	0.0	4.9
1993-94						
Enrollment	1,537	948	283	27	10	2,805
% of Total Enrollment	54.8	33.8	10.1	0.9	0.4	100.0
# of Dropouts	137	51	36	0	0	224
% of All Dropouts	61.1	22.8	16.1	0.0	0.0	100.0
% of R/E Dropped Out	8.9	5.4	12.7	0.0	0.0	8.0

Table H-1

Dropouts by Reason and School Year

Reason	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Left: School Status Unknown	10	4.9	4	3.1	7	5.0	12	5.4										
Expulsion	0	0.0	0	0.0	0	0.0	2	0.9										
Suspension	0	0.0	4	3.1	3	2.1	24	10.7										
Pregnancy	2	1.0	1	0.8	1	0.7	3	1.4										
Marriage	0	0.0	0	0.0	0	0.0	1	0.4										
Non-Attendance Due To:																		
Parental Influence	4	2.0	5	3.9	0	0.0	9	4.0										
Lack of Interest	159	78.3	83	64.8	124	88.6	89	39.7										
Academic Failure	3	1.5	3	2.3	0	0.0	30	13.4										
Poor Pupil-Staff Relationships	1	0.5	0	0.0	0	0.0	2	0.9										
Poor Peer Relationships	0	0.0	0	0.0	0	0.0	0	0.0										
Unknown	15	7.4	26	20.3	0	0.0	40	17.8										
Extended Illness	2	1.0	1	0.8	2	1.4	2	0.9										
Military Service	1	0.5	0	0.0	0	0.0	0	0.0										
Employment	0	0.0	0	0.0	0	0.0	7	3.1										
Other	6	3.0	1	0.8	3	2.1	3	1.4										
TOTAL	203	100.1*	128	99.9*	140	99.9*	224	100.0										

*Due to rounding